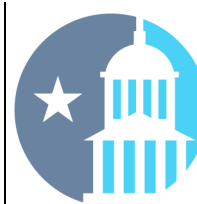


Arts Integrated Lesson Seed



ART FORM:
Theatre



SUBJECT AREA:
History/Social
Studies

Lesson Title: The Wampanoag/Pilgrim conflict in tableaux	Grade: 2
Contributor, School: Ella Davani and Susan Sahm, Dufief Elementary School	Time Frame: One class session

State Curriculum Content Standards, Indicators, Objectives

Theatre Content Standard(s) 2.0 History, Cultural and Social Context: Students will demonstrate an understanding of the history, traditions, and conventions of the theatre, dramatic texts, and other literature of the theatre. 3.0 Creative Expression and Production Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.	Social Studies Content Standard(s) 2.0 Students will understand how people in Maryland, the United States, and around the world are alike and different.
Theatre Content Indicator(s) 2.1 Express a broad range of human responses to a variety of stimuli. 3.1 Use a variety of theatrical elements to communicate ideas and feelings.	Social Studies Content Indicator(s) 2.A.2 Elements of Culture Analyze elements of two different cultures and how each meets its human needs and contributes to the community.
Theatre Objective(s) 2.1.b Compare multiple versions of the same story that depict a variety of cultural perspectives. 3.1.a Develop stories and environments using mime, pantomime, and combinations of narration and dramatic action.	Social Studies Content Objective(s) 2.A.2.b Use fiction and nonfiction to compare the elements of two different cultures and show how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories.

Objective(s) (Connecting the content areas)

Using basic acting tools and skills, the students create tableaux to demonstrate daily life from the perspective of the Pilgrims and Native Americans. Students compare and contrast the challenges that both groups faced in the 1600s.

Description of Lesson/Activities

Following reading and discussions of the daily lives of the Wampanoag and Pilgrims, the students identify the problems and cultural differences that produced conflict between the two groups during the 1600s using a graphic organizer. The teacher reviews the basic acting tools and skills needed for tableau and models the tableau procedures. The students are divided into small groups and assigned a conflict or challenge from the brainstormed list. The students work cooperatively to create two tableaux, one communicating the perspective of the Wampanoag people and the other communicating the perspective of the Pilgrims. The tableaux are then

presented to the class. The audience members provide feedback via the Praise/Question/Polish (PQP) format.

Assessment Strategies

- A rubric will serve as a checklist for the tableaux presentations. The rubric should include: cooperation, point of concentration, stillness, levels, poses, and facial expression appropriate to the culture and point of view of either the Pilgrims or the Wampanoag.
- The students will complete a PQP organizer for each presentation.
- The students will complete a graphic organizer comparing and contrasting the differences in perspective or responses of the two cultures when given a point of conflict or challenge.